**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: 2nd grade** | | | **Date(s)**:  Task 2 : Lesson 4 and 5 |
| **Unit Title:**  Understand Place Value (Hundreds, Tens, and Ones) | | | | **Corresponding Unit Task:** Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | |
| **Essential Question(s**): How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher**: Projector, copy of text, board, markers, place value blocks, and computer | | **Student:** Worksheets, place value blocks (if needed) | | | **Hundreds tens ones value worth place digit total**  **represent decompose** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1** *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.*  **2.NBT.3** *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | |
| **I Can Statement(s):** I can use number names to read and write numbers to 1000. I can use base numerals to read and write numbers to 1000. I can identify the places that a three digit number holds. I can identify a variety of ways to represent the same number. | | | | | |
| **Activating Strategy/Hook:** Discuss the vocabulary word decompose and what it means. Show the video to provide an example of what it would be like to “blow-up” a number.  <http://www1.gcsnc.com/gagglelogin.html> and search under nuclear explosion. Tell students we are going to decompose and “blow up” numbers. | | | | | |
| **Teacher Directed**: Teacher further discusses decomposing and models on the board or screen. There will be a column divided into hundreds, tens, and ones. Teacher will show the numbers: 545, 650, 250, 528, and 314. We can decompose as follows. 545 can be the same as 4 hundreds 14 tens and 5 ones. You also further decompose it by saying 3 hundreds, 24 tens and 5 ones….can we go any further? Model and discuss patterns seen? (Break lesson into two parts as needed for your class.) | | | | | |
| **Guided Practice:** Teacher uses the other numbers and asks for student input to help her decompose those numbers. Class will discuss as a whole. | | | | | |
| **Independent Practice: Day 1:** Teacher will give students two numbers and they will practice decomposing in their Math journals. **Day 2:** Provide students with the  “Blow it Up and Decompose” Activity Sheet (see below). Teacher will walk around and monitor. | | | | | |
| **Closing/Summarizing Strategy:** Teacher will review activity sheet, the concept of decomposing, and reemphasizing how numbers can be written in a number of ways. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Teacher can provide higher numbers that can be decomposed.  Teacher may want to utilize Place Value Houses [http://www.teachervision.fen.com/tv/printables/charlesbridge/sir-cumference-kings-tens.pdf](https://webmail.gcsnc.com/owa/redir.aspx?C=393e7de73fb54e249981297f1fca261d&URL=http%3a%2f%2fwww.teachervision.fen.com%2ftv%2fprintables%2fcharlesbridge%2fsir-cumference-kings-tens.pdf) | | | Teacher can have students decompose only two-digit numbers. | | | Students can choose a number and verbally share with a partner how they decomposed it. |
| **Assessment(s):** Teacher reviews the activity page, how students decomposed numbers, reviewed informal notes, pull small groups, etc. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

C:\Documents and Settings\Administrator.358-620LTP\Local Settings\Temporary Internet Files\Content.IE5\H8F2FYMB\MC900331451[1].wmfC:\Documents and Settings\Administrator.358-620LTP\Local Settings\Temporary Internet Files\Content.IE5\H8F2FYMB\MC900331451[1].wmfBlow It Up and Decompose!

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| HUNDREDS | TENS | ONES |

C:\Documents and Settings\Administrator.358-620LTP\Local Settings\Temporary Internet Files\Content.IE5\H8F2FYMB\MC900334370[1].wmf